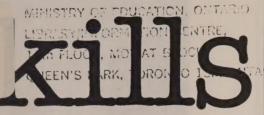


Ministry

Ministry of Colleges and **Education Universities**

Hon. Bette Stephenson, M.D., Minister Dr. H. K. Fisher, Deputy Minister



The Ontario government will put more money and manpower into 2ts skills training program, Colleges and Universities Minister Be tter TORONTO Stephenson has announced.

Dr. Stephenson said that Ontario has allocated \$5.3 million to skills training and that her Ministry will add 100 staff to its apprenticeship and manpower training programs.

"The lack of skilled employees, particularly in the metal-working industry, is retarding Ontario's economic growth", she said. example, in the metal-working industry, there are severe shortages of the tool and die makers, machinists, and mechanics.

"The addition of \$5.3 million and 100 staff to the skills training program reflects the government's commitment to help employers resolve their skills shortages through on-the-job training."

It is expected that the additional resources will encourage and assist employers to create about 5,000 training positions.

The \$5.3 million, allocated from the Ontario government's Employment Development Fund, will support four initiatives:

Communities will be assisted to establish and maintain Community Industrial Training Committees. CITCs consist of representatives

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Published by the Manpower Training Branch to stimulate career-oriented education programs

> of labour, management and education; they assess skills shortages and develop programs to resolve them. It is expected that the number of CITCs will increase from 40 to 60.

- Consultative and support services will be provided to employers. Tests to determine employee skills will be developed, as will curriculum for on-the-job training programs. Further, programs to teach employers effective instructional techniques will be developed.
- Supplemental funds to compensate employers for some of the costs they incur in operating on-the-job training will be provided. Costs often include instructor time, machinery time, consumed materials, training aids and training consultants. This fund will supplement federal contributions to skills training.
- In certain locations the lack of training equipment and facilities is inhibiting the establishment of training programs; \$2,000,000 has been allocated to fill this need.

In adition to the \$5.3 million for Employer-Sponsored Training, 100 persons will be recruited for the College Affairs and Manpower Training Division of the Ministry. The additional staff will reinforce the Division's apprenticeship and Employer-Sponsored Training programs and allow the Ministry to increase its efforts to encourage employers to offer apprenticeship opportunities and in directing prospective apprentices to them.

For further information, contact: Hubert Saint Onge Manager Training Co-ordination Office (416) 965-6382





INDUSTRIAL TRAINING NEEDED, MINISTER SAYS

"Training for jobs" was the message in Dr. Bette Stephenson's luncheon address, delivered to the Hamilton Chamber of Commerce, on Monday, October 29, 1979. Dr. Stephenson, Minister of Education/Colleges and Universities, urged industrial leaders to actively participate in training programs to solve the Skills Imbalance in Ontario. Excerpts from the speech, which was delivered at the beginning of Career Week, follow:

"Any change--even a change for the better--is always accompanied by drawbacks and discomforts."
Arnold Bennett's comments are peculiarly relevant as I reflect on the 18 months since the government's Skills for Jobs conference was held at Seneca College in Toronto. However, "discomfort" may be too soft a word.

Yet, progress is being made as we work toward correcting the Skills Imbalance in the Ontario labour market. There is, I believe, cause for quiet optimism.

Career Week, itself, is reason for optimism. A successful province-wide program of career awareness could not have been possible just two or three years ago.

The creation of a system of 35 Community Industrial Training Committees, to date, is another cause. I am firmly convinced that the CITC provides the mechanism which will enable us to meet the complementary needs of employers and employees.

But underlying these--and several other developments--is a phenomenon which leads me to believe that the Skills Balance will be achieved ... employers are recognizing, accepting and fulfilling their responsibilities.

They are recognizing that training requires commitment, to make the financial investment in human resources. (I use the word "investment", as opposed to cost, purposefully.) Only when training is seen as an investment in the corporate future—not a drain on the corporate present—will the Skills Imbalance be resolved.

As with any investment, there is a risk. A training program may, in fact, result in productivity losses during the short term. However, the risk of failing to train is far greater. The risk? Lack of competitive capability.

The government recognizes the risks a training company takes and is prepared to help reduce that risk. I say "reduce", not eliminate.

The point is: employers should not look to government to "buy" their way out of the training problem; rather they should look inwards to their own resources.

Those resources do exist. The challenge is to utilize them effectively. That is the precise role of the Community Industrial Training Committee.

The CITC, while it is not a magic wand, does offer the greatest opportunity for communities to take responsibility for their training needs and to develop programs to meet those needs. It is not an exaggeration to say that the success or failure of the skills training effort depends almost entirely on the success or failure of the CITC in each individual community.

Sitting back, waiting for publicly supported educational institutions to produce trained employees simply will not do anymore. Employers must be active participants in the educational process.

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In encouraging employers, I could appeal to your nationalism; certainly Canada's international competitiveness is affected severely by the Skills Imbalance. I could appeal to your conscience; certainly, our young people need the support of those who have already established their careers.

I will not. I will appeal directly to your enlightened self-interest. I appeal to your profit motive. Training is an investment; I am not asking you to work against your personal or corporate best interest. Quite the contrary, I am asking you to do what is, in the long term, to your advantage. Hire, train, promote ... succeed.

Because ... if you do not, the results will be serious. Quite frankly, the company which does not train is committing economic suicide. It is as simple as that.

To train or not to train. It is your decision. It's your company; your profitability; your future. I leave it to you to decide.

LINKAGE BENEFITS ALL

The Linkage Project enables students to count secondary school training toward qualification in eight skilled occupations.

In 1977, the Ministries of Education and Colleges and Universities assigned a subcommittee to determine the feasibility of linking apprenticeship in-school training with secondary school education in a limited number of trades. This Linkage Program was announced by the Ministry of Education Memorandum 34 of April, 1979.

The program is a new initiative in skills training in Ontario. Students will enroll in specific areas of a relevant curriculum at the secondary level; the successful completion of the prescribed curriculum will not only give the students secondary school credits, but will also allow students to attain exemption from some of the in-school segments of apprentice-ship and competency based programs.

Eight areas are offered in 1979-80;

Baker
Cook
Hairstylist (Hairdresser and
Barber)
General Machinist
Millwright (Industrial)
Millwright (Construction)
Appliance Repair
Retail Meat Cutting.

For example: a student may complete the Machinist curriculum during Grades 11 and 12; this completed work will be recommended as being comparable to the eightweek Basic in-school portion at the community college level when the student registers as an apprentice.

This system should offer advantages to students and employers. Students will face a shorter training period and employers should be able to have experienced apprentices available earlier in the training period. Also, training gained at the secondary school level should be helpful in assisting students in their search for summer employment. These courses should assist young women in gaining on-the-job experience in non-traditional occupations at an earlier age.

In order to assure standardization of competency, students will be required to pass a written test; successful practical experiences will be recorded in a personal record book that will be initialled by the technical instructor.

Implementation of the linkage program is not going to proceed without difficulty; in fact, success will only be assured if all areas -- secondary schools, community colleges and industry -- co-operate.

In many instances there may have to be a sharing of equipment among colleges and secondary schools.

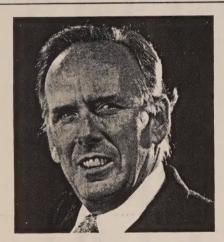
Industry can co-operate by assisting with work-experience arrangements. Linkage accreditation is supplementary and does not interfere with the current process used in the Apprenticeship Branch.

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The Liaison Section, of the Manpower Training Branch, working co-operatively with other branches of the Ministry, has been assisting with the implementation of this project. As of 80 01 31 there are 11,080 students, from 91 secondary schools, enrolled in the eight pilot programs. The majority of them, 8,648 in all, are taking advantage of the Machinist course. In addition, 500 are taking courses as Baker; 60 in Retail Meat Cutting; 816 in Cook; 329 in Hairdressing; 619 in Millwright; and 108 in Appliance Repair. Inquiries should be directed to the Liaison Section, Manpower Training Branch, (965-6161), 9th Floor, Mowat Block, Queen's Park, Toronto, M7A 1C1.

PEOPLE



E. Lawrie Kerridge: Director, Manpower Training Branch

Mr. Kerridge has been the Director of the Manpower Training Branch since it was formed in May 1979 in response to the Skills Imbalance in Ontario. For the three years prior to this appointment, he was Director of the College Affairs Branch, which administers Ontario's Colleges of Applied Arts and Technology.

From 1974 to 1976, Mr. Kerridge served as Executive Co-ordinator of the Ontario Manpower Co-ordinating Committee. This committee, part of the Ontario Cabinet Office, was an inter-Ministerial committee of Deputy Ministers concerned with manpower issues.

Mr. Kerridge joined the Department of Education in 1962, serving as a member of the initial team

responsible for developing a new, alternate form of post-secondary education; this effort resulted in the formation of Ontario's community colleges. Mr. Kerridge has also held the positions of Superintendent of Program Co-ordination and Agreements, and the Associate Directorship of the Industrial Training Branch. Prior to joining the Ontario Public Service, Mr. Kerridge taught Electronic Technology at the Ryerson Polytechnical Institute, and held senior positions in the electronics industry.

SKILLS is published quarterly by the Manpower Training Branch. Your letters and articles are most welcome; they should be addressed to the Editor. If you know of anyone who you feel would enjoy receiving SKILLS, please notify the Editor.

The Editor SKILLS Manpower Training Branch Mowat Block, 9th Floor 900 Bay Street Toronto, Ontario M7A 1C1

RESOURCE READINGS

Smoker David S., Career Education:
Current Trends in School Policies
and Programs, National School
Public Relations Association,
Arlington, Virgina, 1974.

Attempts to define career education, reviewing the needs for and reactions to it, both pro and con. Identifies four models (School Based, Experience/Employer Based, Home Community Based, and Rural-Residential Based), which would serve a complete crosssection of society. Gives a detailed accounting of the career education programs in operation in 1974 and concentrates on the leading examples. Discusses various innovations in instructional programs, the role of the career counsellor, and the future role of career education in general.

Available from:
National School Public Relations
Association
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ьяč	836-2840 TH	677-2401 or 233-3520 %	421-0440	933-7030	232-4505	372-5411	354-1700	342-6621	753-2607	388-2603	(807) 597-4310	Phone	

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653-2511	Mr. Larry Rechsteiner (interim), Manager, Curriculum Planning, Conestoga College of Applied Arts & Technology, 299 Doon Valley Drive, Kitchener, Ont. N2G 4M4	Metals Machining Program Sector Committee	Kitchener
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